



## Minnie B Kennedy Middle

274 East Pine Log Road  
Aiken, SC 29803

<b>Grades</b>	6-8 Middle School	
<b>Enrollment</b>	916 Students	
<b>Principal</b>	Ben Osborne	803-641-2470
<b>Superintendent</b>	Dr. Elizabeth Everitt	803-641-2428
<b>Board Chair</b>	Dr. Christine Sanders	803-663-1703

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Average</b>	<b>At-Risk</b>
2007	Average	At-Risk
2006	Good	Below Average
2005	Good	Below Average
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

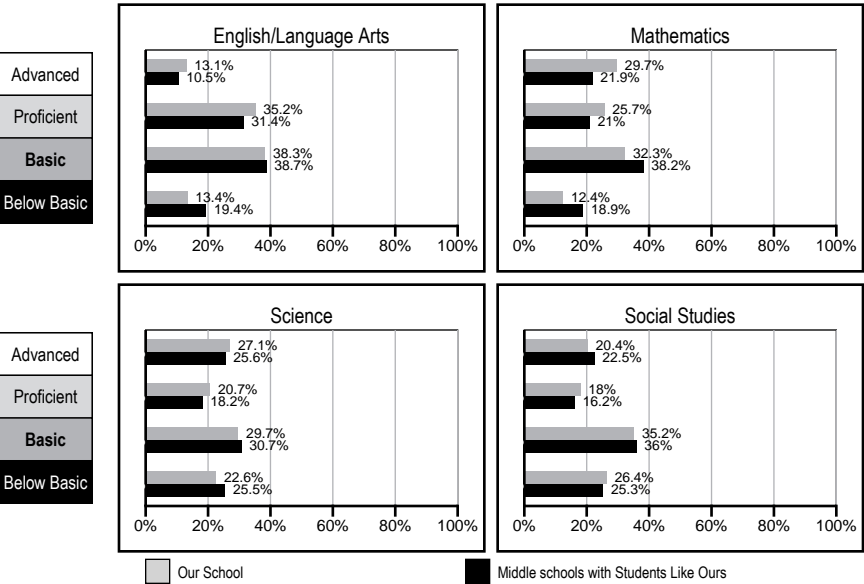
94.4%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	8	21	2	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.2
English 1	100.0	97.0
Physical Science	0	43.8
All Subjects	100.0	97.2

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=916)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	22.5%	Down from 42.7%	30.7%	19.4%
Retention rate	2.3%	Down from 4.0%	1.8%	1.8%
Attendance rate	95.6%	Up from 95.2%	96.3%	95.8%
Eligible for gifted and talented	30.2%	Up from 29.7%	26.0%	15.3%
With disabilities other than speech	6.3%	Up from 5.9%	11.0%	12.9%
Older than usual for grade	3.7%	Up from 3.2%	1.9%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	1.1%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=52)</b>				
Teachers with advanced degrees	53.8%	Up from 47.2%	59.6%	55.0%
Continuing contract teachers	86.5%	Up from 79.2%	75.4%	70.6%
Teachers with emergency or provisional certificates	0.0%	Down from 2.1%	3.7%	5.4%
Teachers returning from previous year	90.7%	Down from 92.2%	84.1%	83.4%
Teacher attendance rate	94.9%	Up from 93.5%	95.3%	94.9%
Average teacher salary	\$48,063	Up 3.7%	\$46,811	\$44,706
Professional development days/teacher	6.0 days	Up from 5.8 days	11.7 days	11.8 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	3.0
Student-teacher ratio in core subjects	24.9 to 1	Down from 25.3 to 1	21.6 to 1	20.1 to 1
Prime instructional time	89.5%	Up from 88.1%	90.2%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	98.0%	Down from 98.6%	98.0%	98.0%
Character development program	Below Average	Down from Excellent	Good	Good
Dollars spent per pupil*	\$5,160	Up 0.6%	\$6,285	\$7,097
Percent of expenditures for instruction*	72.6%	Up from 71.6%	66.8%	64.4%
Percent of expenditures for teacher salaries*	67.7%	Up from 66.3%	63.3%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Kennedy Middle School has approximately 913 students, of whom sixty-five percent are Caucasian and thirty-five percent are minority. Thirty-two percent are on either free or reduced lunch. The school has two self-contained classes, two resource classes, an English as Second Language class, and 282 students enrolled in the Gifted and Talented program.

Academically, the students have scored well above the state and district averages on all standardized tests. Students are heterogeneously grouped in grades six and seven; and, because of high school credit offerings, are homogeneously grouped in the eighth grade. All students are offered an advisor-advisee class, two periods of language arts and mathematics daily, and science and social studies for two periods on alternating days. In addition, each student has a minimum of six exploratory offerings yearly. To support the academic program, all students participate in Accelerated Reading, Accelerated Mathematics, and our CAI Lab. Students with academic plans or who are experiencing academic difficulties are offered tutoring through parent volunteers, Beta Club members, and an after school tutorial program.

A wide variety of extra curricular opportunities are provided for our students through clubs, athletics, intramurals, and mini-courses. To help with self esteem, students participate in service learning projects and character education activities. In summary, Kennedy Middle School attempts to meet the various needs of all students.

Ben Osborne, Principal  
Isaiah Mealing, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	46	263	182
Percent satisfied with learning environment	93.5%	72.5%	81.6%
Percent satisfied with social and physical environment	97.8%	71.4%	72.5%
Percent satisfied with school-home relations	95.7%	81.4%	75.4%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 19 out of 25 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.4%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.0%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	891	99.8	14.6	40.9	36.5	8	58.1	49.8	48.2	Yes	Yes
<b>Gender</b>											
Male	458	99.6	16.7	43.5	34.7	5.1	52.5	43.8	41.7	N/A	N/A
Female	433	100	12.4	38.3	38.3	11	63.9	56.3	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	575	99.8	7.3	37.7	43.6	11.4	70.2	59.8	60	Yes	Yes
African American	251	99.6	31.1	50.4	17.6	0.8	29	33.8	31.7	No	Yes
Asian/Pacific Islander	28	100	10.7	25	57.1	7.1	75	75	70.4	I/S	I/S
Hispanic	28	100	24	36	36	4	52	39.7	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	75	47	I/S	I/S
<b>Disability Status</b>											
Disabled	64	98.4	72.9	22	5.1	0	11.9	15.2	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	51	100	17.4	37	37	8.7	58.7	43	36.9	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	287	99.7	30	48.7	21	0.4	32.2	35.8	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	891	99.8	13.9	36	25.3	24.8	61.2	46.9	45.8	Yes	Yes
<b>Gender</b>											
Male	458	99.6	14.4	33.1	25.5	27.1	64.1	47.9	45.6	N/A	N/A
Female	433	100	13.4	39	25.1	22.5	58.1	45.7	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	575	99.8	6.2	33	29.4	31.4	72.8	57.2	59	Yes	Yes
African American	251	99.6	31.9	44.5	16.4	7.1	33.2	29.7	26.9	No	Yes
Asian/Pacific Islander	28	100	7.1	25	17.9	50	71.4	78.3	71.3	I/S	I/S
Hispanic	28	100	20	28	32	20	60	40.1	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	62.5	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	64	98.4	61	33.9	3.4	1.7	6.8	15.8	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	51	100	10.9	28.3	26.1	34.8	65.2	42.9	38.7	Yes	Yes
<b>Socio-Economic Status</b>											
Subsided meals	287	99.7	29.2	46.1	16.1	8.6	33.7	32.8	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	601	99.7	22.4	29.7	20.7	27.1	47.8	34.1	35.7	95.6	95.9
Gender											
Male	317	99.7	18.2	28.6	20.9	32.3	53.2	36.6	37.4	95.2	95.8
Female	284	99.7	27	30.9	20.5	21.6	42.1	31.3	33.8	96.1	96.1
Racial/Ethnic Group											
White	398	100	12.8	26.9	24.8	35.5	60.3	45.2	49.2	96.5	95.9
African American	161	98.8	46.1	36.2	9.9	7.9	17.8	16.4	17	93.6	95.9
Asian/Pacific Islander	21	100	23.8	38.1	9.5	28.6	38.1	55.9	58	98	97.6
Hispanic	15	100	28.6	28.6	28.6	14.3	42.9	24	24.9	94.3	96.2
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	58.8	37.4	93.5	95.8
Disability Status											
Disabled	41	97.6	76.9	15.4	7.7	0	7.7	12.8	14	94.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	21.9	N/A	96.5
English Proficiency											
Limited English Proficient	35	100	21.9	25	31.3	21.9	53.1	28	24.4	96.3	96.5
Socio-Economic Status											
Subsided meals	184	98.9	41.3	34.3	13.4	11	24.4	20.4	21.1	92.8	95.2

Social Studies

All Students	594	99.5	26	35.4	18.1	20.5	38.6	30.3	34	95.6	95.9
Gender											
Male	299	99	22.1	33.5	18.5	26	44.5	33.8	36.6	95.2	95.8
Female	295	100	29.9	37.3	17.6	15.1	32.7	26.5	31.3	96.1	96.1
Racial/Ethnic Group											
White	366	99.7	16.9	35.7	18.9	28.6	47.4	38.6	44.5	96.5	95.9
African American	184	98.9	46.3	35.4	14.3	4	18.3	17	19.1	93.6	95.9
Asian/Pacific Islander	14	100	14.3	35.7	21.4	28.6	50	56.1	58.9	98	97.6
Hispanic	23	100	25	35	20	20	40	20.3	27.5	94.3	96.2
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	53.3	32.7	93.5	95.8
Disability Status											
Disabled	40	95	71.4	17.1	2.9	8.6	11.4	10.7	14.4	94.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	22.6	N/A	96.5
English Proficiency											
Limited English Proficient	34	100	20	40	16.7	23.3	40	23.9	27.3	96.3	96.5
Socio-Economic Status											
Subsided meals	204	99	44.5	37.2	11.5	6.8	18.3	18.6	21	92.8	95.2

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	308	100	16.4	38.6	35.7	9.3	45
	7	312	99.4	21	38.6	33.1	7.2	40.3
	8	321	100	14.9	48	30.7	6.4	37.2
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	288	100	11.7	42.7	40.5	5.1	45.6
	7	306	100	15.6	40.1	39.5	4.8	44.2
	8	297	99.3	16.3	40.1	29.4	14.2	43.6
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	308	100	13.9	33.9	31.4	20.7	52.1
	7	312	99.4	10	36.9	26.6	26.6	53.1
	8	321	100	17.9	52	18.6	11.5	30.1
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	288	100	13.9	23.7	33.6	28.8	62.4
	7	306	100	13.3	34.7	25.5	26.5	52
	8	297	99.3	14.5	49.3	17	19.1	36.2
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	152	100	23	32.4	16.5	28.1	44.6
	7	312	99.4	24.9	29.4	17.3	28.4	45.7
	8	160	100	25.9	37.4	25.2	11.6	36.7
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	147	99.3	29.3	23.6	24.3	22.9	47.1
	7	306	99.7	17.4	32.8	17.1	32.8	49.8
	8	148	100	26.1	29.6	24.6	19.7	44.4
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	156	100	12.1	32.6	27	28.4	55.3
	7	312	99.4	31.5	39.1	16.3	13.1	29.4
	8	162	100	21.6	63.5	10.1	4.7	14.9
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	141	100	8.2	33.6	19.4	38.8	58.2
	7	306	99.4	36.6	33.2	15.1	15.1	30.1
	8	147	99.3	20.9	41.7	23	14.4	37.4

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

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